

Dual Language Immersion Program (DLI)

CVUSD
October 5, 2021

Ms. Erica Ultreras, Principal, Conejo Elementary
Dr. Dena Sellers, Director, Elementary Instruction
Dr. Ricardo Araiza, Director, Multilingual Learners and Equity

Presentation Purposes

- Define Dual Language Immersion Program (DLI)
- Review benefits to DLI
- Benefits and reasons for DLI in CVUSD
- Review two potential DLI models
- Considerations to select one model
- Enrollment goal
- Next Steps
- Questions



What is a Dual Language Immersion Program?

- “Dual Language Immersion is language learning and academic instruction for native speakers of English and native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students’ first and second languages, and cross-cultural understanding. This program is typically found in kindergarten through grade eight, but may be offered through grade twelve” (California Department of Education).
- Dual Language Immersion Programs invite English-only students, already bilingual students and English Learner students to join in an integrated bilingual instructional setting, resulting in all participants becoming bilingual, bicultural and biliterate, if not multilingual, multicultural and multiliterate (Thomas and Collier, 2002).



What is a Dual Language Immersion Program?

- Shift from remedial approach for second language learners to asset approach (Commission on Language Learning, America's Language, 2017).
- English-only students and English Learner students will continue to maintain, develop and learn through their native language in addition to the second language (additive, not subtractive) (Christian, 2014).
- Research-proven instructional approach that results in better academic outcomes for second language learners than English-only models (Genesee, 2006)
- Dual Language Immersion is sometimes known as Two-Way Immersion (for clarity purposes we will use DLI).



Benefits and Reasons for a Dual Language Immersion Program

- Improved Cognitive Skills*:
 - Executive functioning:
 - attentional control
 - inhibitory control
 - mental flexibility
 - Long term memory skills
 - Sound encoding (think phonological processing, word recognition, word retrieval)
 - Abstract thinking and reasoning
 - Ability to think more broadly; larger cognitive repertoire for problem solving

*Citations are listed at the end of the slide deck.



Benefits and Reasons for a Dual Language Immersion Program

- Educational*:
 - Comparable or higher academic achievement than English-only programs
 - Both English-only and English Learner students show improved academic outcomes in math and reading in elementary grades
 - Stronger comprehension skills - ability to block out irrelevant information
 - Reduced high school dropout rates for English Learner students
 - Increased metalinguistic awareness - understanding how language works, ability to dissect language, analyze language and think beyond the meaning of each word
 - Precursor to metacognition
 - Improved critical thinking
 - Significantly better academic performance and outcomes for English Learner students when compared to English-only instruction

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Benefits and Reasons for a Dual Language Immersion Program

- Sociocultural*:
 - Increased empathy and perspective taking due to an increased ability to more deeply understand other cultures and experiences
 - Promotes cultural awareness
 - Positive cross-cultural interactions and attitudes
 - Support children in maintaining strong connections with their family, culture, and community.
- Economic*:
 - Increased career opportunities across both private and public sectors
 - Ability to compete in the global market
 - Increased compensation for use of bilingual/biliterate skills

*Citations are at the end of the slide deck.



Benefits and Reasons for a Dual Language Immersion Program

- Current English Learner Enrollment in CVUSD (K-12) = 2,056 or 11.82%
- Consistent with CVUSD LCAP Goals 1-4
 - Goal 1: Implement targeted actions and services that support positive student outcomes; Improve literacy (in all subjects) to ensure opportunities for academic success, access to core curriculum, and to equip students with 21st Century skills that lead to high school graduation and college/career readiness.(1A1, 1C1, 1A2, 1A3)
 - Goal 2: Ensure staff is provided with targeted professional development and has an understanding that all job responsibilities are structured to support positive student outcomes; Recruit and retain effective teachers system-wide with a focus on bilingual teachers at the elementary level. (2A1)
 - Goal 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes; Expand signature practices for all schools and encourage innovation, increase choice opportunities, increase opportunities for parents to more fully participate in the education of their children. (3B1, 3C1, 3G1, 3I1)
 - Goal 4: Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes.(4A1, 4D1, 4E1)
- CDE 2030 Vision*
 - “By 2030, we want half of all K–12 students to participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience. By 2040, we want three out of four students to be proficient in two or more languages, earning them a State Seal of Biliteracy”

Potential Disadvantages to Accessing a Dual Language Immersion Program

- Important to note that research overwhelmingly proves there are more advantages than disadvantages, however we want our community to be fully informed
- Delay in accessing/retrieving language (“tip of the tongue”)
- Slower language processing/fluency (need more time to access stored knowledge as one develops both languages)
- When a family decides to relocate or pull the student out of the program, it will create academic gaps as the program will follow pacing guides specifically designed for DLIP
- Current families who live around Conejo Elementary and who do not want to be part of the DLI program will need to consider other schools
- Some Conejo Elementary teaching staff will need to be reassigned within the District if they don't have the appropriate credential or are not interested in teaching in the DLI program



Two Dual Language Immersion Models to Consider: 90:10

- First year in kindergarten 90% of the instruction is in target language (Spanish) and 10% is in English
 - Percentage shifts in subsequent years, ultimately to a 50:50 in 4th grade
 - For example, 1st grade = 80% target language and 20% English; 2nd grade = 70% target language and 30% English, and so on
- Goal is to develop literacy skills in target language before formally developing literacy in English
 - English instruction becomes dominant in secondary grades
- Strengthens an English Learner's native language first
- Requires a 5-6 year enrollment commitment from parents/guardians as the dual language competencies develop overtime



Two Dual Language Immersion Models to Consider: 50:50

- First year in kindergarten is evenly split between target language (Spanish) and English
- Research and expert guidance recommends the following instructional breakdown:
 - English instruction: Math, English Language Arts, Health/other
 - Spanish instruction: Spanish Language Arts, Science, Social Studies/History
- Each subsequent grade level there remains a split of 50% instruction in target language and 50% instruction in English
- Requires a 5-6 year enrollment commitment from parents/guardians as the dual language competencies develop overtime



Factors to Consider in Model Selection

- Enrollment profile of students at the school site
- Enrollment profile of District
- Staffing
 - Bilingual, Cross-Cultural, Language and Academic Development (BCLAD)
 - Currently, CVUSD has 7 BCLAD teachers
- Curriculum preparation
- Community interest/requests
- The sooner a model is selected, the more direction we have to plan and take action
- Based upon consultation with school districts with existing DLIPs, review of research, input from California Association of Bilingual Educators (CABE), consideration of CVUSD demographics, consideration of CVUSD employee profiles, 50:50 model appears more viable than 90:10



Enrollment Goals

- DLI is most successful when peers have language partners, in both their native language and the target language
- Two kindergarten classrooms, with as close to an even split or three-way split made up of:
 - Spanish dominant students
 - English dominant students
 - Established bilingual students
- Subsequent years we are seeking the same enrollment makeup in kindergarten and potentially transitional kindergarten
- 5-6 year enrollment commitment from parents/guardians
 - Becoming bilingual, biliterate and bicultural takes time
- Demand will determine expansion



Next Steps

- Communication, communication, communication:
 - Parents/Guardians: School Choice opens November 1, 2021
 - The following “Parent Presentations” are scheduled for parents:
 - **October 20, 2021 at 11:00 a.m.**
 - **October 26, 2021 at 6:00 p.m.**
 - **November 2, 2021 at 11:00 a.m.**
 - **November 4, 2021 at 6:00 p.m.**
 - Staff: Responsibilities as a Dual Language Immersion Program teacher, how to effectively partner-teach, strengthening instructional strategies for second language acquisition, etc.
 - Launch a specific CVUSD webpage to include timeline, research, FAQ, comprehensive information



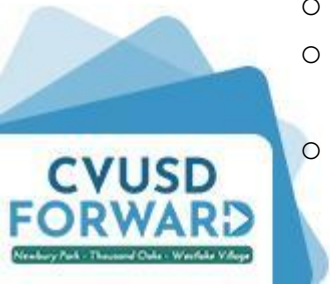
Next Steps

- Marketing: Advertisement of overall program and parent presentation dates - may include:
 - Ad placement in local publications.
 - Social Media Advertising Campaign (District created) - Facebook & Instagram.
 - “On the ground” outreach - brochure/one-pager flyer at T.O. Rotary Street Fair and other physical locations in the community.
 - Development of short video clips to promote program and its benefits.
 - Featuring the program on our Niche profile.
 - Continue to take advantage of new and unique marketing opportunities as they are discovered/presented to us.
 - Presentations at local preschools



Next Steps

- Staffing:
 - Recruit and hire BCLAD staff now, including for expansion grades
 - Staffing will be affected depending on the program choice
 - Collaborate with local universities
- Professional Development:
 - Guiding Principles for Dual Language
 - VCOE Dual Language Network
 - California Association of Bilingual Education (CABE) DLI Training
 - Second Language Acquisition
 - How to Effectively Co-Teach
 - Instructional Strategies in a DLI Program
 - Development of Pacing Guides and Assessments
 - Attendance at annual conferences: California Association of Bilingual Education, Association of Two Way and Dual Language Education and La Cosecha
 - Parent/Family Engagement



Next Steps

- Curriculum Selection and Design:
 - Franklin Covey Leader Me Program
 - Recently adopted Wonders
 - Spanish English Language Arts Program: Lecturas Maravillas
 - Pacing guides that support cross-linguistic transfers
 - Collaboration with neighboring programs
 - Emphasis on language acquisition
 - In-house curriculum design
- Dual Language Immersion Program Leadership Team
 - Teachers, DELAC representatives/parents, district and site administrators
 - Schedule ongoing meetings to ensure progress



Questions?

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